



**Caloundra City  
Private School**

## **CHILD PROTECTION MANAGEMENT STRATEGY**

**Administration**

**Next Review date: January 2023**

## Child Protection Management Strategy

### Purpose

The purpose of this strategy is to eliminate and minimise risk to Child Safety Services to ensure the safety and wellbeing of all students. This Child Protection Management Strategy is to be read in conjunction with the Child Protection Policy and Procedure and all other guidelines and policies of Caloundra City Private School.

### Scope

Applies to all staff, students, volunteers, contractors, members of the School Board and people undertaking work experience or vocational placements at Caloundra City Private School.

### Definitions

**Section 10 of the *Child Protection Act 1999 (Qld)*** – a ‘child in need of protection’ is a child who:

- a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
- b) does not have a parent able and willing to protect the child from the harm.

Beyond the definitions in the *Child Protection Act 1999 (Qld)*, processes and procedures for reporting harm includes enrolled students 18 years and over. Of note are privacy issues for those aged 18 and over. Refer specifically to information about reporting harm as outlined within this Child Protection Management Strategy.

**Section 9 of the *Child Protection Act 1999 (Qld)*** – ‘Harm’, to a child, is any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing.

- a) It is immaterial how the harm is caused.
- b) Harm can be caused by:
  - i. physical, psychological or emotional abuse or neglect; or
  - ii. sexual abuse or exploitation.
- c) Harm can be caused by:
  - i. a single act, omission or circumstance; or
  - ii. a series or combination of acts, omissions or circumstances.

**Section 13E *Child Protection Act 1999 (Qld)*** – a ‘reportable suspicion’ about a child is a reasonable suspicion that the child:

- a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and
- b) may not have a parent able and willing to protect the child from the harm.

**Section 364 of the Education (General Provisions) Act 2006 (Qld) – ‘Sexual abuse’**, in relation to a relevant person, includes sexual behaviour involving the relevant person and another person in the following circumstances:

- a) the other person bribes, coerces, exploits, threatens or is violent toward the relevant person;
- b) the relevant person has less power than the other person; and
- c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity.

**Child Protection Act 1999 (Qld) – ‘Parent Willing and Able’ Test**

According to the legislation, a parent may be willing to protect a child, but not have capacity to do so and therefore they are not considered ‘able’. This includes situations such as where the parent’s inability is due to factors such as intellectual impairment or ill health.

Alternatively, a parent may have the capacity to protect a child (able), but may choose not to do so (not willing). This might include situations where parents choose an ongoing relationship with a person who is abusing their child and are thus ‘unwilling’ to protect the child.

If there is considered to be at least one parent ‘able’ and ‘willing’ to protect the child, the child is considered to not be in ‘need of protection’.

**Section 13C Child Protection Act 1999 (Qld) – the matters that the person may consider include:**

- a) Whether there are detrimental effects on the child’s body or the child’s psychological or emotional state—
  - i. That are evident to the person; or
  - ii. That the person considers are likely to become evident in the future
- b) In relation to any detrimental effects to the child the reporter may consider:
  - i. Their nature and severity; and
  - ii. The likelihood that they will continue, and
- c) The child’s age.

The person’s consideration may be informed by an observation of the child, other knowledge about the child or any other relevant knowledge, training or experience that the person may have. This recognises that a College staff member may detect an impact of harm for a child that the ordinary person may not identify.

**Family and Child Connect**

Family and Child Connect is a community-based intake and referral service to provide an additional pathway for registering concerns about children and their families. Families who are at risk of entering or re-entering the child protection system can be referred to Family and Child Connect. This service provides an identifiable and accessible central referral point for families and professionals to access family services.

**Principal**

Within this document, the term Principal refers to the Principal or the Principal’s delegate.

## Policy statement and statement of commitment

Caloundra City Private School is committed to the safety and wellbeing of all students enrolled at the school.<sup>1</sup> In accordance with the *Working with Children (Risk Management and Screening) Act 2020 (Qld)*, Caloundra City Private School is dedicated to minimising and eliminating risks through this strategy, whenever possible. This risk management includes reference to various other school documents and policies which support this aim.

### Herein:

- a) 'the Act' *Working with Children (Risk Management and Screening) Act 2020 (Qld)*

## Implementation

In practice, the school's commitment to acting in accordance with the Act to ensure the safety and wellbeing of students, means that it will be guided by the measures outlined below under headings 1-8.

## Code of Conduct

The Caloundra City Private School Staff Code of Conduct is evidence of fulfilling the requirements of the Regulations s3(1)(b).

Specific responsibilities include:

- a) Employees should avoid unwarranted situations where they are alone with a student, particularly in an enclosed space.
  - i. When a one-on-one situation is appropriate, staff are to ensure that the arrangement has been approved
  - ii. Car travel with students is to be avoided unless in the case of an emergency. Communication with the Principal (or delegate) is to occur as soon as practicable in such instances, once the safety of the child is established.
- b) When physical contact with a student is a necessary part of the teaching/learning experience, employees must exercise caution to ensure that the contact is appropriate and acceptable. Employees must always advise the student of what they intend doing and seek their consent.
- c) Employees must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest. Exceptions to this are covered within the Staff Code of Conduct.
- d) Employees must not have a romantic or sexual relationship with a student, irrespective of age and/or consent.

## Recruitment, selection, training and management procedures

Caloundra City Private School is committed to recruiting, selecting, training and managing employees in such a way that limits risks to children. In particular, the school will:

- a) Ensure that its recruitment and selection procedures act to reduce the risk of harm to children from employees via:
  - i. Position descriptions which indicate whether the successful applicant must be a teacher registered with the Queensland College of Teachers (mindful of the

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associated police and other safety checks); whether a Blue Card is necessary for the successful applicant, which articulate the responsibilities and supervision associated with the position; the nature and environment of the service provided to children; and the experience and qualifications required by the successful applicant.

- ii. Contracts and employment packages, and associated policies, which provide a clear indication of the College's commitment to safe and supportive work practices and identifying that candidates will be subject to a teacher registration check and/or Blue Card screening, a police check, referee checks, and the requirement to disclose any information relevant to candidates' eligibility to engage in activities including young people.
  - iii. A recruitment schedule that includes assessing the application via an interview process and referee and other checks (as identified above), based on the position.
  - iv. A probationary period of employment, which allows the school to further assess the suitability of the new employee, to act as a checking mechanism within the selection process.
- b) Ensure that training and management strategies act to reduce the risk of harm to children from employees via:
- i. Management processes that are consistent, fair and supportive.
  - ii. Performance management processes to help employees to improve their performance in a positive manner.
  - iii. Supportive processes for staff when they are experiencing challenges: for example mentoring, mediation, a restorative approach to conflict resolution, restorative practice training, coaching, additional training, external support and counselling services.
  - iv. An induction program which addresses the school's policies and strategies, particularly its expectations regarding child protection and to assist employees to understand their role in providing a safe and supportive environment for children.
- c) Training new and existing staff on an ongoing basis to enhance skills and knowledge and to reduce exposure to risks, via the following:
- i. Studying various school policies and strategies.
  - ii. Identifying, assessing and minimising risks to children.
  - iii. Sensitive and robust handling of disclosures or suspicion of harm to a child. iv. A restorative approach to relationship management.
  - v. Keeping a record of the training provided to employees.

This commitment is evidence of Caloundra City Private School's fulfilment of the requirements of the Regulations s3(1)(c).

### Blue Card Procedures

Caloundra City Private School is committed to acting in accordance with Chapter 8 of the Act relating to the screening of employees in such a way that limits risks to children. In particular, Caloundra City Private School will:

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- a) Require prospective or current employees, volunteers, trainee students and school Board members to apply for a Blue Card or Exemption Notice, and check the validity and appropriateness of any currently held notices as appropriate, in accordance with Caloundra City Private School's position descriptions and the Act.
- b) Complete a 'Link an Applicant to this Organisation' form when necessary.
- c) Submit a 'Change in Police Information Notification' form when notified by an employee that such a change has occurred.
- d) Not allow a person to continue to work with children if their Blue Card or Exemption Notice is cancelled or suspended or a negative notice is received after a change of Police notification.
- e) Submit a 'Applicant no Longer with Organisation' form when appropriate.
- f) Appoint a College contact person who will be responsible for managing the screening process and all related documentation and records.
- g) Keep written records of all the above actions, decisions and outcomes, including the dates of expiry of Blue Cards and Exemption Notices.
- h) Ensure that all information in relation to Blue Cards and Exemption Notices is kept confidential.
- i) Act to remind employees to keep their Blue Card or Exemption Notice up to date.

This commitment is evidence of Caloundra City Private School's fulfilment of the requirements of the Regulations s3(1)(f)(ii).

### Handling disclosures or suspicions of harm

Any of the types of concerns and reports, as detailed below, should be managed under the Child Protection Policy, as follows:

- a) All staff with concerns about sexual abuse or likely sexual abuse, harm and likely harm;
- b) Teachers with concerns of sexual or physical abuse; and
- c) All staff who have received a report of inappropriate behaviour by another staff member.

To report any type of harm, staff members should use the reporting form available on the school's website, see to Appendix 3.

Furthermore, and in accordance with section 76 of the *Education (Queensland College of Teachers) Act 2005* (Qld), the Principal of Caloundra City Private School will report to the Queensland College of Teachers any investigations into allegations of harm caused, or likely to be caused, to a child because of the conduct of a teacher at the school.

This commitment is evidence of Caloundra City Private School's fulfilment of the requirements of the Regulations s3(1)(d).

### Disclosures of harm or suspected harm – concerns around peer relationships and self-harm peer relationships

During their schooling experience, students may be at risk of harm through bullying and harassment, although, in most cases, harm of this nature is not required to be reported to external authorities, unless it involves criminal behaviour or is harm under the definitions

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within the terms of this strategy. The school's Child Protection Policy, and this strategy, should be read in conjunction with other School's Policies, namely:

- a) Parent Code of Conduct
- b) Staff Code of Conduct
- c) Staff Use of Information & Communication Technologies
- d) Student Code of Conduct
- e) Student Use of Information & Communication Technologies

### Student self-harm

It is recognised that self-harm may occur with or without suicidal intent; or may be symptomatic of, or associated with, a known medical condition or intellectual disability.

### Self-harm with suicidal intent

Common risk factors include:

- a) previous attempts at suicide (most powerful risk predictor);
- b) depression;
- c) drugs and alcohol abuse;
- d) conduct disorder;
- e) disruptive and unsupportive family background;
- f) relationship conflicts;
- g) poor coping skills;
- h) gender identity issues;
- i) psychiatric illnesses;
- j) ready availability of lethal means to commit suicide;
- k) copy-cat behaviour after an incident of self-harm by another person.

**Associated Risk Factors include:** recent bereavement, chronic physical illness; anniversary phenomenon (of past losses or major life events); early loss experiences; perfectionism and overachievement as a result of students having high expectations of themselves.

Threats of self-harm by a student should be taken seriously and be reported to the **School Principal, Head of Students, Head of Junior School, and/or School Psychologist** immediately. It is important to be cautious and to act on the concern. An employee who becomes aware of, or suspects, a student is experiencing significant psychological distress, should consult the staff members above in bold text and seek advice regarding further action.

In the case of an acutely distressed student, the immediate safety of the child is paramount. An employee should ensure the safety of the student, arrange for an adult to be with the student at all times and then report concerns to one or more of the staff listed above



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immediately. Employees should note that, while it is important to support a student, they should be careful not to substitute their support for medical assistance.

Following a report, one or more of the staff listed above will meet with the distressed student, as soon as practicable, to conduct an initial assessment and determine an appropriate course of action. Where appropriate, these staff may notify the student's parents and support the student and care givers to gain access to professional assistance.

### **Self-harm without suicidal intent**

Not all cases of self-harm relate to suicidal intent. Students may engage in a variety of high-risk behaviours, such as alcohol/substance abuse; drug-taking; unsafe promiscuity; cutting/burning oneself.

All school employees are expected to act to prevent all high-risk behaviours occurring within the school, and support interventions designed to reduce the risk of such behaviours outside school.

Employees who are aware that a student is engaging in, or is at risk of engaging in, high-risk activities should consult with the staff listed above immediately to report their concerns.

Following a report, the relevant staff member listed above, will determine the course of action. Possible actions include:

- a) contacting parents
- b) contacting the police, where appropriate
- c) contacting Family and Child Connect directly
- d) assisting the student and family to engage with appropriate professional assistance

### **Self-harm as a symptom of a medical condition or intellectual disability**

Where it is known that a student has a propensity to engage in self-harm that is symptomatic or associated with a known medical condition or intellectual disability, the staff listed above will work in co-operation with other qualified school staff and external treating professionals (where applicable). School staff will work collaboratively, and with external parties when appropriate, to devise an individual program of management to prevent or reduce the likelihood of the student engaging in self-harm. Ideally, this should complement any management strategies adopted outside the school setting. The school is willing, where possible and appropriate, to monitor the program, in order to support and maximise safe and socially-adaptive behaviour.

### **Managing breaches of this Child Protection Management Strategy**

Caloundra City Private School is committed to appropriately managing breaches of requirements outlined in the Child Protection Policy and this strategy, with reference to other relevant school policies, as appropriate. These Policies include the Staff Code of Conduct, Complaints and Dispute Resolution Policy and the Collective Agreement; this is evidence of fulfilment of the requirements of the Regulation s3(1)(e).



## **Implementing and reviewing the Child Protection Policy and this Strategy**

This strategy, in its entirety, and its related policies and procedures are evidence of the fulfilment of requirements of the Regulation s3(1)(f)(i) relating to implementation. This document, and the aspects of compliance and monitoring within, make clear Caloundra City Private School's commitment to reviewing the strategy annually and are evidence of meeting the requirements of the Regulation s3(1)(f)(i). Furthermore, as detailed in Appendix 2, the school's Internal Risk Committee will undertake an annual audit of child protection management strategies.

## **High Risk Management Plans**

Caloundra City Private School is committed to identifying, assessing, eliminating and minimising risks relating to child safety on an ongoing basis. Caloundra City Private School will utilise various risk management tools to assist it in this process and will keep appropriate records of decisions made and actions taken in relation to risks to children.

This commitment is evidence of Caloundra City Private School meeting the requirements of the Regulation s3(1)(g).

## **Strategies of communication, support and managing individual situations**

Caloundra City Private School is committed to making the Child Protection Policy available to students, parents, volunteers, contactors and employees via its enrolment package, to employees via induction and volunteers and contractor upon engagement; it will remain available via the school website. Staff members will also have access to this strategy via the Teacher Drive and members of the school Board. This fulfils requirements of the Regulation s3(1)(h)(i).

## **Support**

The school will provide support for those who are affected through professional counselling if it is requested, even if any allegation is yet to be proved or disproved. This may require consultation with Police, dependant on the situation. The school will support the respondent to a complaint with professional counselling, if it is requested, until the matter has been resolved; this may occur in conjunction with an external provider, as appropriate.

## **Interviews**

There will be at least two representatives of the school present at interviews, where practical. In cases of allegations of serious harm it is best not to interview a student who is a child unless a properly qualified person conducts the interview. Allegations of a serious harm that may be potentially criminal in nature will be investigated by Police not the school.

## **Teachers**

If a respondent to an allegation is a registered teacher, the school will give notification to the Queensland College of Teachers, as is required under the *Education (Queensland College of Teachers Act) 2005 (Qld)*.

## Public Relations

The Principal will ensure that the school is able to react quickly to allegations of harm so that accurate and relevant information is available for staff members, students and their families, and for the media, if deemed appropriate. Naturally, the primary focus will be the wellbeing of the person who has been harmed. As per the school Media Policy, speaking with the media is a function of the Principal (or delegate) or the Board Chair.

## Police Action

Police and/or Child Safety Services investigations must be complete before any school proceedings unfold. This does not preclude the Principal or Chair of the Board from seeking advice from Police and/or Child Safety Services regarding the duty of care to existing students, which may involve the standing down of a staff member during an investigation. The Police and/or Child Safety Services are not required to inform the school about their investigations. Some of the related material may be acquired under a Freedom of Information request, when their work on the case is finished.

## Insurer

The school will keep its insurer informed about developments in situations which fall within the scope of the Child Protection Policy and the School's insurance policies.

## Guidelines

In complying with these principles, Caloundra City Private School will be guided by the following:

### Procedural Fairness

The principles of procedural fairness will apply with particular regard to measures taken by the school. Specifically, this includes steps in determining the reporting and/or support required according to the Child Protection Policy.

The two fundamental principles of natural justice are:

- a) That those making a decision are not biased.
- b) That nobody should be condemned unless they are given prior notice of the allegations against them and they have a fair opportunity to respond and be heard. **Timely Action**

All steps in this strategy should be carried out promptly. The school will keep those harmed and the alleged perpetrator informed of progress, upholding procedural fairness as appropriate, and as advised by external bodies, e.g. Queensland Police and Child Safety Services.

## Process

It is important to make the lodging of a complaint easy.

### Managing Disclosures

What to do when a disclosure is made:

- a) Don't panic
- b) Find a private place to talk, if appropriate

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- c) Listen attentively
- d) Believe the person, and
- e) Don't ask leading questions. Disclosures of harm may sound like:
  - a) 'I think I saw ...'
  - b) 'Somebody told me that ...'
  - c) 'I think you should know ...'
  - d) 'I'm not sure what I want you to do, but ...'

Any disclosure of harm is important and must be acted upon, regardless of whether:

- a) The harm to a child or young person has been caused by a person from within or outside the School Community, or
- b) The child or young person disclosing the harm to you is from within, or outside the School Community.

### Investigation

It is ill advised to investigate allegations of harm. Only ask enough questions to confirm the information to report the matter. Refer to the Child Protection Policy for your responsibilities and procedures for reporting harm. The safety of the child or young person is paramount. Unnecessary questions or interviews could cause distress, confusion and interfere with any subsequent investigation undertaken by relevant authorities.

### Summary for reporting harm process of reporting harm

Appendix 1 provides a summary of reporting harm, this information is attributed to Independent Schools Queensland (ISQ). The ISQ Child Protection fact sheet Reporting by Legislation outlines the processes for reporting harm, sexual abuse, physical abuse and inappropriate behaviour. The following fact sheet and decision trees are available on school website – staff portal:

- a) Principal decision tree
- b) Teaching staff decision tree
- c) Non-teaching staff decision tree
- d) Child protection – reporting by legislation fact sheet

### Students 18 Years and Older

Internal reporting requirements for students 18 years and over are identical to those for younger students. However, any external communication regarding adult students must be done with the student's privacy and legal age in mind. Referral to external parties will be done in conjunction with the adult student, at their direction. As such, situations involving students 18 years or older will be managed using a case-by-case approach. School support for students remains in place regardless of age.

## Board-specific reporting processes

### Communication with the School Board of Directors

The Principal will provide the Chair of the School Board of Directors with information regarding all reportable situations which fall within the scope of this policy and strategy; this includes all students of the school, regardless of age, and any other young person for whom a report is received. This register contains de-identified information yet has scope for the Principal and/or Board Chair to cross reference reports with enrolment details should further investigation be required.

This mode of reporting allows members the opportunity to discuss and note the integrity of the school's response to child protection concerns.

### Structure of the School's Child Protection Register

Using de-identified student data\*, the register will be structured thus, for each incident:

1. An incident summary - details in this report should be minimal;
2. The School's response to the situation; and
3. Details regarding referrals to external agencies, e.g. Child Safety Services, Family and Child Connect.

\*In addition to taking care not to identify a student when registering an incident, the account of the situation and actions taken must not identify, nor suggest the identity, of family members and other parties, including witnesses.

### Associated Process for Communication

The Principal will communicate with the School Board of Directors according to the following process:

- a) The Chair of the School Board of Directors will be notified of situations of significant harm or potential harm to a student of the school, no more than 24 hours after the Principal becomes aware.
- b) Within a week of an incident, the Chair will review and sign the above-mentioned register, within which each new incident is noted by the Principal.
- c) Further, the Register will then be included in the Principal's regular report to the School Board of Directors. This group meets ten times annually.

A hardcopy of the register is held by the school Principal. The regular report to the Board of Director is held on a secure site.

## References

### Legislation

- *Child Protection Act 1999 (Qld)*
- *Education (General Provisions) Act 2006 (Qld)*
- *Education (General Provisions) Regulation 2017 (Qld)*
- *Education (Accreditation of Non-State Schools) Act 2017 (Qld)*
- *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)*
- *Education (Overseas Students) Regulation 2014 (Qld)*
- *Education (Queensland College of Teachers) Act 2005 (Qld)*
- *Education Services for Overseas Students (ESOS) Act 2000 (Cth)*
- *Working with Children (Risk Management and Screening) Act 2020 (Qld)*

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- *Education and Care services National Law (Queensland)*
- Education and Care Services National Regulations
- Child and Youth Risk Management Strategy Toolkit

## **Caloundra City Private School policies**

- Blue Card Register
- Parent Code of Conduct
- Critical Incident Policy and Management Plan
- Child Protection Policy
- Complaint and Dispute Resolution Policy
- Induction Process
- Recruitment Policy
- Staff Code of Conduct
- Wellness Policy
- Work Place Health and Safety Policies and Procedures

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### Appendix 1 Summary of Reporting Harm

ISQ School Services January 2018

Who	What abuse	Test	Report to	Legislation
<b>All staff</b>	Sexual	Awareness or a suspicion Sexually abused or likely to be sexually abused	Principal, through to police	EGPA sections 366 and 366A
<b>Teacher</b>	Sexual and physical	Significant harm Parent may not be willing and able	Confer with principal, report to Child Safety	CPA sections 13E and 13G
<b>All staff</b>	Physical, psychological, emotional, neglect, exploitation	Significant harm Parent may not be willing and able	Principal, through to Child Safety	Accreditation Regulations section 16
<b>All staff</b>	Any	Not a level that is otherwise reportable to Child Safety, refer with consent	Principal, through to Family and Child Connect	CPA Sections 13B and 159M
<b>Principal</b>	Any	Not a level that is otherwise reportable to Child Safety, refer without consent	Family and Child Connect	CPA Sections 13B and 159M
<b>Any member of the public</b>	Any	Significant harm Parent may not be willing and able	Child Safety	CPA section 13A

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Appendix 2 Risk management checklist for child protection compliance

Evidence	None	Developing	Implementing	REVIEW DATE: _____
<b>COMMITMENT TO A CHILD-SAFE CULTURE</b>				
				Child Protection Policy and Child Protection Management Strategy include:
				<input type="checkbox"/> Statement of commitment to children’s wellbeing and protecting them from harm
				<input type="checkbox"/> Reference to Codes of Conduct: standards for communication and behaviour for working with children
				<input type="checkbox"/> Responsibilities, procedures and consequences for non-compliance with Child Protection Policy
<b>COMMUNICATION</b>				
<b>Board of Directors</b>				
				<input type="checkbox"/> Principal communicates regularly with Chair re: reports received and made externally
				<input type="checkbox"/> Child Protection Policy and Child Protection Management Strategy on Board website
				<input type="checkbox"/> Include Child Protection matters in Board Members' Induction Process
				<input type="checkbox"/> Brochures made available to members
				<input type="checkbox"/> Briefing to members at least once annually, within a regular Board Meeting
<b>Students</b>				
				<input type="checkbox"/> Brochures made available to all students annually and available in key reception areas
				<input type="checkbox"/> Child Protection Policy available on School website
				<input type="checkbox"/> Communication about child protection & support available via posters etc. placed throughout College
				<input type="checkbox"/> Communicated through age-appropriate pastoral care programs
				<input type="checkbox"/> Communicated with international and indigenous students through appropriately qualified staff
				<input type="checkbox"/> Students informed through such forums as House & school assemblies, year level assemblies and classes, Form
				<input type="checkbox"/> Brochure included in enrolment pack for new students



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				<input type="checkbox"/> Communicated to new students at orientation – including international and visiting students
				<b>Parents/Guardians</b>
				<input type="checkbox"/> Brochures made available to all new parents through school prospectus and/or orientation package
				<input type="checkbox"/> Periodic references made in school newsletters or similar correspondence
				<input type="checkbox"/> Child Protection Policy placed on school website

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				<input type="checkbox"/> Communicated to parents when students transition into the school
Evidence	None	Developing	Implementing	
<b>COMMUNICATION</b>				
				<b>Staff and Volunteers</b>
				<input type="checkbox"/> Brochures made available to all personnel, including volunteers and contractors
				<input type="checkbox"/> Reference in all risk assessment sheets for school activities
				<input type="checkbox"/> Reference made in all briefings prior to school activities
				<input type="checkbox"/> Part of staff meetings and professional learning sessions including ISQ Connect&Learn Module
				<input type="checkbox"/> Within Induction/Welcome programs for newly-appointed staff members
				<input type="checkbox"/> Child Protection Policy and Child Protection Management Strategy available on school website
<b>BUILDING PEOPLE'S CAPABILITIES</b>				
				Information and/or training and development for members of our community, re:
				<input type="checkbox"/> Child abuse and child protection
				<input type="checkbox"/> Reporting responsibilities
				<input type="checkbox"/> Risk management processes and requirements
				<input type="checkbox"/> Handling complaints and disclosures of harm
				<input type="checkbox"/> Involving and empowering children and young people
				<input type="checkbox"/> Rights and expectations of parents, children, colleagues and volunteers
<b>CONSISTENT PROCEDURES AND DOCUMENTS</b>				
				Risk management for child protection explicit in guidelines for:
				<input type="checkbox"/> Selecting, supervising and managing staff and volunteers (including Blue Card & QCT status)

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				<input type="checkbox"/> Planning for activities and special events
				Forms and registers:
				<input type="checkbox"/> Risk management register (risks identified, assessed, mitigated) permissions/approvals
				<input type="checkbox"/> Register of staff/volunteer Blue Card status
				<input type="checkbox"/> Child Protection Concerns/Incident register
				<input type="checkbox"/> Register of complaints
				<input type="checkbox"/> Financial commitment to effective child protection strategies

### Appendix 3 Notification of a child protection concern

#### NOTIFICATION OF CHILD PROTECTION CONCERN

Include information to the extent of your knowledge.

##### DETAILS OF PERSON MAKING THE NOTIFICATION

NAME:  PHONE/EMAIL:

##### DETAILS OF STUDENT HARMED OR AT RISK OF HARM/ABUSE

NAME OF STUDENT:  GENDER:  FEMALE  MALE  
RESIDENTIAL ADDRESS:  AGE/DATE OF BIRTH:   
MOBILE:

##### PROVIDE ALL INFORMATION YOU HAVE WHICH LED TO THE SUSPICION OF HARM OR ABUSE (attach extra pages if necessary)

NATURE OF CONCERN:

PLEASE INDICATE THE IDENTITY OF ANYONE ELSE WHO MAY HAVE INFORMATION ABOUT THE HARM OR ABUSE:

##### PERSON ALLEGED TO HAVE CAUSED THE HARM OR ABUSE

ADULT FAMILY MEMBER  CHILD FAMILY MEMBER  OTHER ADULT  STUDENT/OTHER CHILD  UNKNOWN

NAME AND SIGNATURE OF PERSON RECEIVING INITIAL REPORT:

DATE:

NAME AND SIGNATURE OF PRINCIPAL OR PRINCIPAL'S DELEGATE:

DATE:

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### **Acknowledgement of policy understanding**

## **Child Protection Policy and Child Protection Management Strategy**

Please sign and return this acknowledgement to the Principal.

I wish to take the opportunity to discuss aspects of this policy and strategy with the Principal or Head of Senior School or Head of Junior School or Head of House

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Record and save in Personnel File